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ABSTRACT

This report describes a program for formulating and implementing a staff development plan for technology within the Lake Forest School District (Delaware). The study focused on increasing teacher use of technology, primarily computers, through increased staff development. Attitudinal changes toward the use of technology were also investigated. Two surveys were used as pre- and post-tests to measure the change in skill levels and attitudes toward the use of technology due to staff development. A staff development team was established. This team selected development courses based on staff development plans. The study proved that technology staff development increased the use of computers and technology by the teachers in the district as indicated by the increased confidence of the teachers in the use of computers and technology. Letters, sample surveys, a curriculum unit of study, a list of steps for implementing technology staff development courses, and other miscellaneous forms and documents are appended. (Contains six references.) (TMK)

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ED 367 302

Ignite Technology: Making the Difference with Staff Development

By

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Submitted in partial fulfillment of the requirements of
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Abstract

Staff development in technology is one of the district's Long Range Planning Goals. This report describes a program for formulating and implementing a staff development plan for technology. A Staff Development Planning Team was created. This team planned and implemented staff development programs for the district teachers. A One-Group Pretest-Posttest Design was used to evaluate the increased skill levels and improved positive attitudes toward the use of technology. The evaluation instrument was a survey designed by the Staff Development Planning Team. The comparison of district teachers indicated improvement in skill levels and more positive attitudes toward the use of technology in education.

Ignite Technology:

Making the Difference with Staff Development

Technology will revolutionize learning. Whether the reader believes this statement or not, it is an established fact that technology has become an integral part of discussions about teaching and learning. In reality, it is the teacher who will make the change in learning. Teachers must receive training to make technology the revolutionary instructional tool that it is touted to be.

The Lake Forest School District, like many in Delaware, has been involved in strategic planning. This planning has been accomplished by committees of community members, school board members, administrators, and staff. Three of the district's seven Long Range Plan goals deal with technology. Goal 2 addresses students' learning to use technology to be prepared for a technologically oriented world. Acquiring the funding to purchase needed technology is Goal 5. The final goal, Goal 7, addresses the need for staff development. Thus, the

district through its strategic planning has made a commitment to incorporating technology into the lives of its staff and students.

Description of the Problem

Technology in the form of computers and software is being placed in classrooms throughout the Lake Forest School District. Many teachers receive this equipment with glee, but do not know how to use it. This situation leads to frustration both for the teachers and the students. Previous district staff development programs have been limited in scope and have not included follow-up instruction. Teachers have voiced a need for more instruction. Training must also address the specific needs of various grade levels and curricula.

Description of the District and Community

The Lake Forest School District encompasses the towns and villages of Bowers Beach, Canterbury, Felton, Frederica, Harrington, Sandtown, and Viola. It stretches across Delaware from the Delaware Bay to the Maryland state line. The land is predominantly used for agriculture. There are numerous small industries within the district

that employ the residents. Others work in Dover, the state capital, or at Dover Air Force Base just a few miles north.

The three elementary schools, East, North, and South, dot the perimeter of the district. South Elementary is divided into two sites separated by less than a mile. The students are promoted from the elementary schools to the middle school and finally to the centrally located high school.

Review of Literature

"We bought *huge* quantities of the latest technology for the revolution but neglected to recruit and train the troops," states Tom Boe (1989, p. 39), the director of training programs at the Minnesota Educational Computing Corporation (MECC). This is the premise in The Next Step for Educators and the Technology Industry: Investing in Teachers. Educational institutions purchase computers to improve student learning, improve thinking strategies, individualize instruction, create positive attitudes toward learning, and prepare students for the future technological world. The primary reason these goals have not been reached is lack of teacher training.

Boe agrees with the Office of Technology Assessment report, Power On! New Tools for Teaching and Learning, that teachers must receive training and support before technology can be used effectively in the classroom. The first condition is training. Teachers are the key to educational change, and they need to see how computers can be of personal use to them. Second, teachers need a vision of technology and education. They must have time, expertise, resources and structure to reevaluate learning with a focus on using technology. Then instructional change can happen. Next, innovation should be encouraged by administration and colleagues. Lastly, time and resources are needed by providing release time for teachers to attend classes and learn. Teachers need access to technology during and after training to be able to practice and use what they have learned.

Rodgers and Bonja (1987) echoed the need for providing staff development in the use of computers "as a means to improve our education system." (p. 3) The National Task Force on Educational Technology (1986) recommended teacher training as one of the six major components in changing the educational system. The Task Force's Report stated that teacher education is essential to the incorporation of educational technology in the classroom.

Are we ready for change? Boe challenges educators and the technology industry to confront the staff development issue. He recommends seven steps to long term professional development: 1. Administrators must be supportive, 2. Teachers must be convinced of the need for the change, 3. Teachers need to be empowered in the decision-making process, 4. Teachers need to know that individual differences will be addressed, 5. Teachers should be shown that technology does support educational objectives, 6. Time to learn and practice must be available, and 7. Resources and access to those resources must be made available. An effective staff development program is possible with these elements in place.

Research conducted by Agnes A. Violenus (1989) found similar problems to those addressed in this study. The goals of the Violenus study were to increase teachers' use of technology and to vitalize student learning by using technology. Using twelve teachers in the intermediate grades, Violenus conducted a needs assessment and then created a staff development program to meet those needs. Although statistical data were not compiled, the results collected by observations indicated success in both goals. Recommendations included expanded

workshops and opportunities for teachers to observe other teachers or other professionals using technology as an instructional tool.

During a three-year evaluation, educators explored and identified applicable classroom applications for technology, designed staff development programs for the effective use of technology to meet curricular goals, and studied the effect of technology on learning and teaching (Teaching and learning with technology: Evaluation report, 1991). The three years of ongoing staff development began with teaching strategies for basic keyboarding skills. Demonstrations of software and videodisk programs were made. Each year, two workshops were held on changing teacher and student roles and teaching styles. Monthly team meetings helped share ideas and progress. University staff was available for consultation.

Student achievement data was collected from observations, interviews, self-reports, and nationally normed test scores. Pretest-posttest comparisons indicated computers were being used as tools to accomplish specific tasks, especially writing, instead of for playing games. Statistical analysis of test data indicated almost no difference after one year (grade 3), a small gain after the second year (grade 4), and

a significant gain after the third year (grade 5) (Teaching and learning with technology: Evaluation report, 1991).

Staff development was evaluated by questionnaires and interviews. Teachers indicated that training is needed for successful classroom implementation of technology into the curriculum. The use of technology influenced the district's curriculum and its staff development program (Teaching and learning with technology: Evaluation report, 1991).

Evans and Eilum (1982) noted that using the world of technology in developing staff training programs is becoming ever more paramount. In the future, teachers will no longer be experts in subject matter due to the skyrocketing increase in the volume of knowledge. Teachers will need to use technology as a resource tool as well as an instructional tool. Technology has created a shift in the role of the professional educator. Although Evans and Eilum's article is over ten years old, their vision of technology and education is even more true today than when written.

The Teaching and Learning with Technology: Evaluation Report (1991) concluded that technology will not change a teacher. It is not a quick fix. Rather, it is a catalyst for dynamic change provided that

there is support for change. Technology can revitalize teachers and education.

Objectives of the Study

This study focused on increasing teacher use of technology, primarily computers, through increased staff development. The attitudinal changes toward the use of technology also were investigated.

Anticipated Outcome

Since the staff development classes were an after-school voluntary program, not all teachers participated. The enthusiasm and skills learned in these classes by participants were shared with colleagues. Sharing should create an increased use and a more positive attitude toward the role of computers and technology in the classroom.

Method

Subjects

Selection. The entire district teaching staff was used in this study. Each principal was asked to distribute the survey and then

collect it. Teachers' names and assignments were on the survey so that direct comparisons could be made.

Because the survey required the teacher's name, it was necessary to avoid any contractual conflict. This researcher discussed the project with the president of the district teacher's union and then followed up by sending a letter. (Appendix A) The survey and its need for names were discussed and approved at a union board meeting.

Description of the Staff. Heading the staff of each of the five schools is a principal. All except one have an assistant principal with two assistant principals at the high school. At least one counselor and nurse are at each school. The two district speech therapists and two psychologists are shared by the five schools. Instructional staff includes teachers, librarians, and paraprofessionals. Additional support is provided by secretaries, playground monitors, child nutrition service workers, and custodians. The district administrative personnel are housed at the Central Business Office. For this study, teachers were used for a quantitative research measure. Data collected on other staff members were used within the district for improvement of staff development programs for each specific group.

Apparatus

Two surveys were used. Both were designed by the Technology Staff Development Team. The first was given in November 1992; the second in May 1993. These surveys were considered a pretest and posttest for measurement purposes. (Appendix B)

The surveys were designed to be used both as a needs assessment and a comparative tool. The Staff Development Team felt that it was important to get as much input as possible from the staff members so that the staff development program would meet their needs. The comment section also provided the staff members with a method of presenting their suggestions and ideas.

Procedure

The Staff Development Planning Team

The district Director for Instructional Services distributed an invitation to all district employees to join the Staff Development Planning Team. Thus, a team was created of all interested district employees. This team functioned as a subcommittee of the district Technology Council that is chaired by the Director for Instructional Services. (Appendix C)

The team, chaired by the Coordinator of Technology, had as its members a financial secretary, an elementary school secretary, a high school business department teacher, a middle school math teacher, an elementary school teacher, and the manager of the Instructional Resource Center who is also a librarian. It met until both surveys and a draft of The Technology Staff Development Plan were completed. (Appendix D). The team also selected the courses the next year's technology inservice program.

This study was limited to the effects that staff development had on teacher skills and attitudes toward the use of technology. Since, the district implemented the Staff Development Plan across all work fields, team membership was open to all district employees. It is the administration's philosophy that those involved in a program should be involved in making decisions about that program (site-based management). All employees had the opportunity to participate.

Procedure

The Staff Development Program

Staff Development Classes. The Staff Development Team selected courses to be taught based on the Staff Development Plan.

These courses were approved by the school board and funded by the Director of Instructional Services. Inservice credit was requested and granted from the Department of Public Instruction (DPI). Positions were posted according to the union contract. Instructors were hired by the school board. Course content was defined. Facilities were selected and their use requested. Classes were announced to the staff and registration taken. Finally, the courses were taught. Participants evaluated each course at its conclusion. All classes were granted preapproved status by the district superintendent, so that participants did not need to request prior approval before taking courses. Inservice credit was awarded by DPI and approved by the district. There were two course cycles this year: Fall and Winter/Spring. (Appendix E)

Mini Workshops. This new aspect of the staff development program began this school year. Mini Workshops were designed to meet the staff development needs of the teachers. They were one hour in length and held after school. There were approximately one per month in each building. The teachers in that building selected the topics. The Coordinator of Technology was the primary instructor. A high school teacher volunteered to demonstrate a grading program at one

elementary workshop to fulfill the requests of the building teachers.

(Appendix F)

Other Programs. Teachers were notified of other classes from numerous sources. The state offers computer-assisted classes on business applications that school district employees can attend. ACE, The Association of Computer Educators, offers workshops for teachers. The Teacher Center and Delaware Department of Instruction also offer Inservice Classes for teachers.

Results

Design

Research Design. The One-Group Pretest-Posttest Design was used. The pretest and posttest were in the form of surveys taken by each staff member. It identified skills and attitudes toward the use of technology. A direct comparison of the surveys indicated changes in attitudes and skills.

Validity. The history of the teachers is as varied as the teaching staff in the five schools of the district. Individual incidents during the year would have affected the attitudes of the teachers. The instrument

used was developed by the staff development committee and was not field tested. There was a degree of mortality due to incomplete surveys that were not used in the tabulation of statistics. These issues are noted but not controlled.

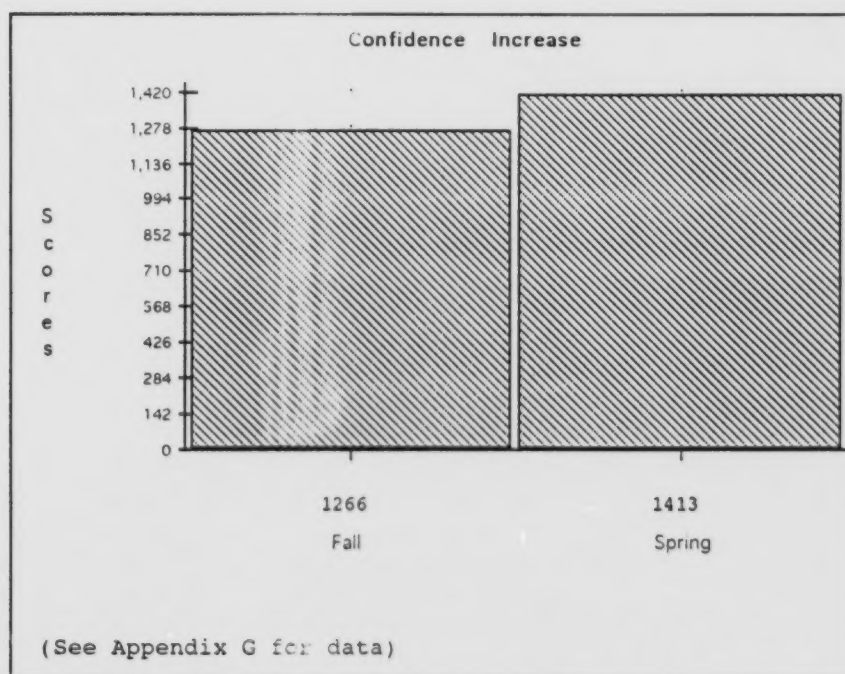
Statistical Results

Surveys were sent to each school during the fall semester. One hundred eighty-three were returned. Only 181 teacher surveys were returned in the spring. Some surveys were not complete, e.g., attitude section on the back was omitted. Many teachers only completed one of the two surveys. As a result, only 107 teachers completed both the fall and spring surveys. This research is based on those 107 surveys.

A direct comparison of the teachers' confidence in the use of technology indicated that 66 teachers (62% of the teachers used in this study) had increased their confidence in the use of technology by an increase of 171 items. The chart on the next page represents the sum of all the teachers' confidence scores which in the fall equaled 1266, and in the spring equaled 1413. Twenty four teachers' confidence remained the same and 17 indicated a decreased confidence level. This decrease may be attributed to increased knowledge of technology. This new

understanding made teachers realize that they lack confidence in the area. (Appendix G)

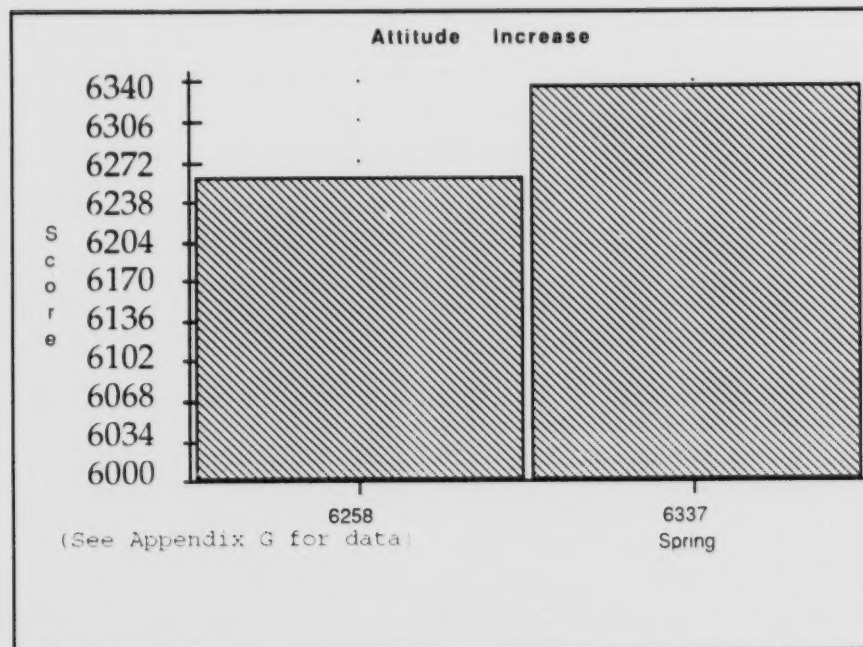
Chart 1



A direct comparison of the teachers' attitude toward the use of technology as an instructional tool revealed that 52 teachers had a more positive attitude toward using technology. This represents 49% of the teachers. Sixteen teachers indicated no change in their attitude. However, nine of these teachers had marked the top score of 65 in the fall and the same in the spring. Therefore, only seven teachers were able to increase the attitude rating and did not change their opinion.

Thirty-nine teachers indicated a decrease in this area. The 52 teachers who indicated an increased positive attitude toward technology plus the 9 who already rated it at the top of the scale combine to make 61 or 57% of the teachers with a very positive attitude toward the use of technology. The sum of all teachers' attitudes in the spring was 6337 as compared to only 6258 in the fall. The chart below visually indicates the positive change in the teachers' attitude toward the use of technology. (Appendix G)

Chart 2



The survey results indicate that staff development had a positive effect on teachers' confidence in using technology as an instructional tool. Although many of the teachers did not directly participate in staff development courses, the enthusiasm of their colleagues and sharing of information resulted in increases in both areas. The survey results also indicate that the staff development program did, in fact, have a positive affect on teachers' attitudes toward the use of technology. (Appendix G)

Other Results

An increased offering and participation in Technology Staff Development courses indicated an increased interest. During the 1991-1992 school year, seven courses were offered. These courses were all in the Apple platform and taught by the Coordinator of Technology. Twenty-two staff members participated, some taking more than one course.

In contrast, during the 1992-1993 school year, there were 16 classes offered in Apple and PC platforms. Two courses, Introduction to Computers and Telecommunications, covered information that related to using all computer platforms. Six teachers were involved in

the staff development program including the Coordinator of Technology. Twenty-nine teachers participated as well as a custodian, two paraprofessional librarians, fourteen paraprofessionals and five secretaries. A total of 38.4 Inservice Credit hours was awarded. This is a 232% increase over the previous year. These figures do not include staff members who participated in classes but did not complete all sessions to receive Inservice Credit. (Appendix H)

MECC district licenses for Apple software have been purchased for several years. For the first time in many years, the new 1992-1993 MECC software was duplicated for the teachers by the Technology Office. In the past, the teachers had to bring their own disks to the Instructional Resources Center to make copies. There were fifteen new programs available to teachers. Mini workshops demonstrated the use of these software programs. Two hundred forty-nine copies were made and distributed to the schools. Although records were not kept in previous years, comments from the teachers indicated that most of them would not have obtained or used this software if this program had not been available. This program increased the interest and the use of technology in the classroom as an instructional tool. (Appendix I)

Implication of the Results

As projected, this study proved that Technology Staff Development increased the use of computers and technology by the teachers in the district as indicated by the increased confidence of the teachers in the use computers and technology. It also increased the positive attitude of the teachers toward the use of technology as an instructional tool. With increased use by the teachers, the students also benefitted by gaining increased use of technology.

Teachers indicated that they now have increased planning time because of the use of time-saving management computer software. The word processing and grade book programs have replaced many hours of work that were tediously accomplished by hand. This has freed teachers to be more involved in instructional tasks rather than classroom management tasks.

Although this study concentrated on the use of technology by teachers, it can be generalized to all school staff. Participation in Technology Staff Development courses by other staff members indicated an interest and positive attitude. Further studies on these populations should show similar results.

Could similar programs in other school districts show similar gains? They should. Lake Forest teachers are not unique in their desire to provide the best education possible to their students. Dedicated teachers in all districts would gain confidence and skills in the use of technology if given an opportunity to participate in a staff development program in technology.

Discussion

Impact

The staff development training increased the use of computers and other technology by teachers in the district. This decreased the time needed for management and increased the time available for instructional needs. With increased instructional time, student learning should increase. These results are implied but not proven or addressed in this study.

As teachers become more comfortable with the use of computers and technology, this equipment is being used more frequently as an instructional tool. Students have benefitted. They have many more opportunities to learn using technology for problem solving and creating materials as well as drill and practice.

Implications

The value of staff development in the use of technology was proven by this study.

The basic program was established in just one year. Advanced levels of training will need to be developed as teachers become more proficient and as the technology advances. Basic levels will always need to be available for new teachers and others jumping on the technology bandwagon. Funding will need to be increased as this program grows.

Training will need to be built into the acquisition of hardware and software. It has become obvious that putting a computer in a classroom is not enough. The teacher must receive training on how to use it. A tool is only a tool when used.

Further Study

This study will be continued. The survey instrument will be evaluated and updated annually. Each spring the staff will be surveyed. Results of these annual studies will be reported to the Staff Development Team, the district Technology Council, the district Long Range Plan Team, the administration, and school board.

Further Application

The results of this study will be presented to the Director for Instructional Services, the district Staff Development Plan Team, the district Technology Council, the district Long Range Plan Team, the administration, and school board. These groups are on-going entities. Each will use the results to adjust its mission to meet the needs of the district personnel and students.

The district Staff Development Team will update the Staff Development Plan annually to address the meteoric changes in technology. The results of the survey will indicate the changes and additions needed in the program. Inservice training may be added to the Inservice Day schedule.

Dissemination of Knowledge

The effectiveness of this program as proven by this study will be reported to the District Technology Team of the Delaware Department of Instruction. The members of this team will be able to share its results with other districts.

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Author's Notes

This author gratefully acknowledges the support and assistance of the Lake Forest School District in implementing Technology Staff Development. The Lake Forest School Board and Superintendent Dr. James VanSciver with a vision of the future of technology in education have encouraged the development of this program for several years. I would publicly like to say a special thank you to Dr. Arthur Gilbert, Director of Instructional Services, who has given me encouragement and advice through each step of this project.

Lake Forest believes in team work among all staff members. I would like to thank the members of the Technology Staff Development Curriculum team for their many hours of work both on the curriculum and then extra hours catching up in the classroom or at their desk. They are Mrs. Ginny Ball, Mrs. Bethel Crockett, Mrs. Lois Cromwell, Mrs. Tammy Hughes, Ms. Ann Rosati, and Mrs. Judy Woods.

I would also like to thank the Technology Staff Development instructors who have given our staff a positive feeling toward the use of technology and have put in many more hours than they are paid for.

They are Mrs. Bethel Crockett, Mr. Steve Murabito, Ms. Ann Rosati, Mr. Joe Szajewski, and Mrs. Judy Wood.

This data could not have been collected without the participation of the administration, teachers, and support staff of the district. Thank you all for giving your time. In the Technology Center, I would like to thank the ladies who gave secretarial help when requested. They are Mrs. Janet Brown, Mrs. Marti Carroll, Miss Marcey Standish, and Mrs. Dee Thompson.

The efforts of all these people are gratefully appreciated.

Lake Forest School District

Ignite Technology



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29

September 22, 1992

[REDACTED]
 President
 Lake Forest Education Association

Dear **[REDACTED]**,

As you know, three of the Lake Forest Long Range Plan Goals deal with technology. Goal Seven is concerned with Staff Development. This goal is an opportunity for the teachers in our district to learn to use computers and technology as tools for instruction and management.

At the present, we have a committee that will be working on developing a Staff Development programs. Membership on this committee is open to anyone who is interested. On September 9th, Dr. Gilbert sent out a notice to all staff concerning this. Please mention this to the LFEA membership. The more people that are involved, the better the programs can be.

The Staff Development activity addresses the different knowledge/skill levels of the staff. In general, it is known that the instructional staff is at various levels of proficiency in the use of computers and technology. In order to show that progress is being made in this area, it is necessary to know at what level each person is currently. Therefore, a survey will be developed that will indicate person's level. These surveys will need to have the staff member's name on it so that it can be compared with a similar survey at the end of the year. It is planned that these surveys be distributed and collected by the principals. They will then be sent to Technology Office to be used for the end of the year comparison.

The surveys will be used to access district-wide growth. I want to assure the members of the LFEA that this is the sole purpose. Principals will be asked to distribute and collect the surveys rather than the Building Computer Coordinators. The Coordinators are presently heavily taxed with duties by the Technology Council.

I sincerely hope that the LFEA will support the gathering of this information.

Sincerely,

Gavin Standish
 Coordinator of Technology

Annual Technology Survey

Name _____

Fall 1992

Position _____

School _____

**Please check the item(s) that best describes you and your skills:
(Check as many as apply to you.)**

Items that you can do with confidence:

- ☐ Set a digital clock
- ☐ Use a VCR
- ☐ Use a camcorder
- ☐ Program a VCR
- ☐ Use a photo copier
- ☐ Use a fax machine
- ☐ Turn on a computer
- ☐ Boot a program
- ☐ Change programs (warm boot)
- ☐ Use a printer
- ☐ Load paper & change ribbon in printer
- ☐ Use a computer with a hard drive
- ☐ Use a printer
- ☐ Use a mouse
- ☐ Use a scanner
- ☐ Use a CD-ROM drive & software
- ☐ Use a Laserdisk player
- ☐ Use an LCD panel
- ☐ Use a modem
- ☐ Teach students to use a computer program
- ☐ Format a blank disk
- ☐ Copy a disk
- ☐ Install a program on a hard drive
- ☐ Use MS Windows
- ☐ Wand in at the IRC

Your computer skill level:

- ☐ Non-user
- ☐ Novice
- ☐ Average
- ☐ Above Average
- ☐ Advanced

How often do you use computers/technology at work:

- ☐ Never
- ☐ Rarely
- ☐ Occasionally
- ☐ Frequently

Use computers/technology for Classroom Management:

- ☐ yes
- ☐ no
- ☐ n/a

Type of Computer Used at LF:

- ☐ Apple II Family
(compatibles: Laser or Franklin)
- ☐ Macintosh
- ☐ PC (IBM or compatible)
- ☐ Commodore
- ☐ Other _____
- ☐ None

Use computers/technology with students for:

- ☐ Demonstrations
- ☐ Desk top Publishing
- ☐ Drill & Practice
- ☐ Illustration/graphics
- ☐ Problem Solving
- ☐ Simulation
- ☐ Telecommunications/modem
- ☐ Whole class instruction
- ☐ Word Processing
- ☐ Other

How often do you use computers/technology at home:

- ☐ Never
- ☐ Rarely
- ☐ Occasionally
- ☐ Frequently

List the technology related course that you have taken/taught in the past year or programs that you have learned independently.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

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Please turn over and complete the
back page.

Check the level that best describes your knowledge of these software applications and the location used.

Word Processing

☐ Work ☐ Home ☐ Both

- ☐ no knowledge
- ☐ vague knowledge
- ☐ working knowledge
- ☐ advanced user

(name of word processor)

Data Base

☐ Work ☐ Home ☐ Both

- ☐ no knowledge
- ☐ vague knowledge
- ☐ working knowledge
- ☐ advanced user

(name of data base)

Spread Sheet

☐ Work ☐ Home ☐ Both

- ☐ no knowledge
- ☐ vague knowledge
- ☐ working knowledge
- ☐ advanced user

(name of spread sheet)

Print Shop or graphics applications

☐ Work ☐ Home ☐ Both

- ☐ no knowledge
- ☐ vague knowledge
- ☐ working knowledge
- ☐ advanced user

(name of program)

Programming

☐ Work ☐ Home ☐ Both

- ☐ no knowledge
- ☐ vague knowledge
- ☐ working knowledge
- ☐ advanced user

(name of language)

List other frequently used programs

31

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Rate Your Feeling about Using Technology/Computers

Using a scale of 1 to 5 with
1 = Strongly Disagree 5 = Strongly Agree

- ☐ Technology helps students learn.
- ☐ LF students should learn to use technology / computers.
- ☐ LF should provide more instruction in the use of technology / computers for:
 - ☐ high school students.
 - ☐ middle school students.
 - ☐ elementary school students.
- ☐ Technology saves time in my work.
- ☐ Technology makes my work easier.
- ☐ LF staff should be able to use technology.
- ☐ LF should provide more training in the use of computers / technology for staff.
- ☐ The district should purchase more computers / technology.
- ☐ Technology is a waste of money.
- ☐ Technology is of part of my daily life (TV,VCR,Microwave, ATM/ bank cards, grocery stores checkout, computer, etc.).
- ☐ Technology will be used more in everyday life in the near future.

What kind of inservice training would you like LF to offer?

Annual Technology Survey

Spring 1993

Name _____

Position _____

School _____

Please check the item(s) that best describes you and your skills:
(Check as many as apply to you.)

Items that you can do with confidence:

- Set a digital clock
- Use a VCR
- Use a camcorder
- Program a VCR
- Use a photo copier
- Use a fax machine
- Turn on a computer
- Boot a program
- Change programs (warm boot)
- Use a printer
- Load paper & change ribbon in printer
- Use a computer with a hard drive
- Use a mouse
- Use a scanner
- Use a CD-ROM drive & software
- Use a Laserdisk player
- Use an LCD panel
- Use a modem
- Teach students to use a computer program
- Format a blank disk
- Copy a disk
- Install a program on a hard drive
- Use MS Windows
- Wand in at the IRC
- Use a word processing program
- Use a data base program
- Use a spreadsheet program
- Use a print shop type program
- Create a computer program

I use computers/technology for Classroom Management:

- yes
- no
- n/a

How often do you use computers/technology at:

- | <u>LF</u> | <u>Home</u> |
|------------------|-------------|
| --- Never | --- |
| --- Rarely | --- |
| --- Occasionally | --- |
| --- Frequently | --- |

Rate Your Feeling about Using Technology/Computers:

Using a scale of 1 to 5 with
1 = Strongly Disagree 5 = Strongly Agree

- Technology helps students learn.
- LF students should learn to use technology / computers .
- LF should provide more instruction in the use of technology / computers for high school students.
- middle school students.
- elementary school students.
- Technology saves time in my work.
- Technology makes my work easier.
- LF staff should be able to use technology.
- LF should provide more training in the use of computers/technology for staff.
- The district should purchase more computers/technology.
- Technology is NOT a waste of money.
- Technology is part of my daily life (TV,VCR,Microwave, ATM/ bank cards, grocery stores checkout, computer, etc.).
- Technology will be used more in everyday life in the near future.

Your computer skill level:

- Non-user
- Novice
- Average
- Above Average
- Advanced

Type of Computer Used:

- | <u>LF</u> | <u>Home</u> |
|---|-------------|
| --- Apple II Family (compatibles, Laser, or Franklin) | --- |
| --- Macintosh | --- |
| --- PC (IBM or compatible) | --- |
| --- Commodore | --- |
| --- Other _____ | --- |
| --- None | --- |
| --- Use a friend's computer-- if you don't have one | --- |

➡ Please turn over and complete the back page.

Use computers/technology with students for:

- Demonstrations
- Desk top Publishing
- Drill & Practice
- Illustration/graphics
- Problem Solving
- Simulation
- Telecommunications/modem
- Whole class instruction
- Word Processing
- Other

any type of technology/computer training: _____

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Comments:

What kind of inservice training would you like LF to offer?

PURPOSE: The purpose of this survey is to measure the growth and needs in the use of technology in the Lake Forest School District. The results will be used to plan an effective inservice program.

RETURN: Please return this survey to Gavin Standish by May 21st.

Inservice credits earned this year in

Lake Forest School District

Instructional Services Division
RD 1, Box 847A, Killen's Pond Road
Felton, DE 19943-9259 (302) 284-3020
FAX # (302) 284-4491

Ignite Technology



Leadership, Friendship, Scholastic Development

Dr. Arthur R. Gilbert
Assistant for
Instructional Services

TO: Lake Forest School District Staff
FROM: Dr. Arthur R. Gilbert *lv*
DATE: September 9, 1992
RE: VOLUNTEERS NEEDED

Goal Seven of the Long Range Plan states: "By August 1, 1995, 100% of the staff will be utilizing the tools of technology on a daily basis throughout our District." The "Plan of Action" addresses on going training for our staff in current technology.

Although this is simply stated, it is a vast undertaking. In order to bring about implementation, a committee under the sponsorship of the Technology Council has been formed. Its purpose is to develop the Staff Development programs necessary to train our staff in current technology.

Membership on this committee is open to all interested district and community personnel. If you would like to be an active member, please contact our district technology coordinator, Mrs. Gavin Standish in writing or by calling her at 284-3020 (the Lake Forest CBO).

cc: Dr. James H. VanSciver
Mr. S. Michael Thompson
Mrs. Linda M. Fleetwood

CURRICULUM UNIT OF STUDY

Concept: Level 1: The Basics

Area: Staff Development in Technology

Classroom Objectives (Skills)	Learning Experience (Activities)	Assessment (Evaluation)
The staff member will be able to: 1. Identify the major components of a computer	1. Instructors will explain and demonstrate the major components of computers which may include the following: (1) Monitor (2) Keyboard (3) Central Processing Unit (CPU) (4) Disk Drive (5) Hard Drive (6) Printer (7) Other input/output devices	1. Staff members will correctly identify the major components of a computer
2. Differentiate between software and hardware	2a. The instructor will discuss and show examples of each b. Staff members will categorize examples of each	2. Staff members will correctly categorize examples of hardware and software

Appendix D

Ignite Technology

CURRICULUM UNIT OF STUDY

Concept: Level 1: The Basics

Area: Staff Development in Technology

Classroom Objectives (Skills)	Learning Experience (Activities)	Assessment (Evaluation)
The staff member will be able to: 3. Demonstrate the proper care of software and hardware 4. Use a menu driven program	3. The instructor will explain and demonstrate the proper handling of disks and hard disks 4. The instructor will explain and demonstrate the proper use of software menu	3. Staff members will warm boot a computer 4. Staff members will use function keys in a program

Ignite Technology

CURRICULUM UNIT OF STUDY

Concept: Level 2: Productivity
Word Processing: Beginning

Area: Staff Development in Technology

Prerequisite: Level 1

Classroom Objectives (Skills)	Learning Experience (Activities)	Assessment (Evaluation)
The staff member will be able to: 1. Use a word processor 2. Explain other uses of a word processor	1a. The staff member will practice activities in a document involving: (1)delete (7)bold (2)move (8)italics (3)edit (9)underline (4)print (10)spell check (5)retrieve (11)center (6)save (12)justify 1b. The staff member will retrieve document from a disk and hard drive 2. The instructor and staff members will discuss numerous applications of word processing	1. Staff member will create a document using the word processing 2. Staff member will list personal uses for word processing

CURRICULUM UNIT OF STUDY

Concept: Level 2: Productivity
 Word Processing: Intermediate
 Prerequisite: Word Processing: Beginning

Area: Staff Development in Technology

Classroom Objectives (Skills)	Learning Experience (Activities)	Assessment (Evaluation)
The staff member will be able to: 1. Use a word processor at an intermediate level 2. Explain the advantages of intermediate word processing skills	1. The staff member will practice activities in a document involving: (a) format (b) margins (left, right, top & bottom) (c) copy (d) tabs (e) page layout (f) indents (g) hanging indents (h) fonts 2. The instructor and staff members will discuss numerous applications of intermediate word processing functions	1. The staff member will create a formatted document using fonts 2. The staff member will list applications of intermediate word processing functions

Ignite Technology

CURRICULUM UNIT OF STUDY

Concept: Level 2: Productivity
 Word Processing: Advanced
 Prerequisite: Word Processing: Intermediate

Area: Staff Development in Technology

Classroom Objectives (Skills)	Learning Experience (Activities)	Assessment (Evaluation)
The staff member will be able to: 1. Use a word processor at an advanced level	1. The staff member will practice activities in a document involving: (a) columns (b) charts (c) envelopes (d) labels (e) merge (f) advanced format (g) insertion of graphics (h) scanning a document 2. The instructor and staff members will discuss numerous applications of advanced word processing functions	1a. The staff member will create a sample newsletter 1b. The staff member will create a template 2. The staff member will list applications of advanced word processing functions

CURRICULUM UNIT OF STUDY

Concept: Level 2: Productivity
Database: Beginning

Area: Staff Development in Technology

Prerequisite: Level 1

Classroom Objectives (Skills)	Learning Experience (Activities)	Assessment (Evaluation)
The staff member will be able to: 1. Identify the purpose and structure of a database 2. Use a simple database 3. Create a simple database	1. The instructor will explain: (a) the purpose of a database (b) the difference between a field and record 2. The staff members will use a database to: (a) manipulate data (b) move from list view to form view and back (c) edit data (d) search/query data (e) sort data (f) print a report 3. The staff members will (a) create a database (b) enter data (c) develop a report (d) calculate fields in a report (e) edit a report (f) sort data (g) print report	1. The staff member will explain the uses of a data 2. The staff member will locate and edit data in a database 3. The staff member will create a simple database containing fewer than 5 fields

CURRICULUM UNIT OF STUDY

Concept: Level 2: Productivity
Database: Intermediate
Prerequisite: Level 2: Database: Beginning

Area: Staff Development in Technology

Classroom Objectives (Skills)	Learning Experience (Activities)	Assessment (Evaluation)
The staff member will be able to: 1. Create and use information contained in a database	1. The staff member will create and use a database: (a)manipulate large amounts of data (b)develop several different reports (c)print several reports (d)search/query for two items (e)sort data using two criteria (f)merge data into another document	1a. The staff member will create and use a database containing more than five fields b. The staff member will print reports from the database

CURRICULUM UNIT OF STUDY

Concept: Level 2: Productivity
 Database: Advanced
Prerequisite: Level 2: Database: Intermediate

Area: Staff Development in Technology

Classroom Objectives (Skills)	Learning Experience (Activities)	Assessment (Evaluation)
The staff member will be able to: 1. Create and use information contained in a complex database	1. The staff members will create and use a database: (a)search/query data (b)sort data using three or more criteria (c)develop numerous reports (d)develop reports showing the same data in different perspectives (e)merge data into a word processing document	1a. The staff member will create and use a database containing more than ten fields b. The staff member will print reports from the database

CURRICULUM UNIT OF STUDY

Concept: Level 2: Productivity
 Spreadsheet: Beginning
 Prerequisite: Level 1

Area: Staff Development in Technology

Classroom Objectives (Skills)	Learning Experience (Activities)	Assessment (Evaluation)
The staff member will be able to: 1. State the purpose and structure of a spreadsheet 2. Use a simple spreadsheet	1. The instructor will explain: (a) the purpose of a spreadsheet (b) columns and rows (c) the various types of cell contents (d) order of operation 2. The staff members will use a spreadsheet to: (a) create numeric and label cells (b) create formulas (c) calculate - manual and automatic (d) edit (e) add and delete columns and rows (f) change width of columns and rows (g) format cells (h) format spreadsheet	1. The staff member will explain: (a) the contents of a cell (b) order of operations 2. The staff member will be able to: (a) create a mini budget (b) average a set of grades

CURRICULUM UNIT OF STUDY

Concept: Level 2: Productivity
 Spreadsheet: Intermediate
 Prerequisite: Spreadsheet: Beginning

Area: Staff Development in Technology

Classroom Objectives (Skills)	Learning Experience (Activities)	Assessment (Evaluation)
The staff member will be able to: 1. Use a spreadsheet at an intermediate level	1. The staff member will practice activities in a document involving: (a) formulas (b) reference cells (c) move columns and rows (d) copy columns and rows (e) format cells (f) format spreadsheet (g) freezing titles (h) edit (i) calculating	1. Staff member will be able to create spreadsheet to: (a) compute grades (b) compute finances

CURRICULUM UNIT OF STUDY

Concept: Level 2: Productivity
Spreadsheet: Advanced
Prerequisite: Spreadsheet: Intermediate

Area: Staff Development in Technology

Classroom Objectives (Skills)	Learning Experience (Activities)	Assessment (Evaluation)
The staff member will be able to: 1. Use a spreadsheet at an advanced level	1. The staff member will practice activities in a document involving: (a) formulas (b) format (c) edit (d) advanced calculation	1. Staff member will be able to create spreadsheet to (a) compute weighted grades (b) compute finances with alternatives

CURRICULUM UNIT OF STUDY

Concept: Level 2: Productivity
 Graphics

Area: Staff Development in Technology

Prerequisite: Level 1

Classroom Objectives (Skills)	Learning Experience (Activities)	Assessment (Evaluation)
The staff member will be able to: 1. Use graphic software at a beginning level	1. The staff member will use a menu driven print application program involving: (a) poster (b) greeting card (c) banner (d) awards (e) books	1. Staff member will be able use a graphics program to create (a) poster (b) greeting card (c) banner (d) award (e) book

CURRICULUM UNIT OF STUDY

Concept: Level 2: Productivity
Graphics: Intermediate
Prerequisite: Level 2: Graphics: Beginning

Area: Staff Development in Technology

Classroom Objectives (Skills)	Learning Experience (Activities)	Assessment (Evaluation)
The staff member will be able to: 1. Use graphic software at intermediate level	1a. The staff member will insert Clip Art into application 1b. The staff member will design an image using a draw/paint application 1c. The staff member will add text to an image 1d. The staff member will export an image into an application	1a. Staff members will place a graphic image into a word processing document 1b. Staff members will create a picture 1c. Staff members will add a caption to a picture 1d. Staff member will move a clip art image to another program, such as a word processing document

CURRICULUM UNIT OF STUDY

Concept: Level 2: Productivity
 Graphics: Advanced
 Prerequisite: Level 2: Graphics: Intermediate

Area: Staff Development in Technology

Classroom Objectives (Skills)	Learning Experience (Activities)	Assessment (Evaluation)
The staff member will be able to: 1. Use additional hardware and software to create images	1a. Instructor will explain and demonstrate the use of a scanner 1b. Instructor will explain and demonstrate animation software 1c. Instructor will explain and demonstrate design software application; such as CAD (Computer Assisted Design)	1a. Staff members will scan an image into software application 1b. Staff member will create a simple animated object 1c. Staff member will make a simple design

CURRICULUM UNIT OF STUDY

Concept: Level 2: Productivity
Telecommunications: Beginning

Area: Staff Development in Technology

Prerequisite: Level 1

Classroom Objectives (Skills)	Learning Experience (Activities)	Assessment (Evaluation)
The staff member will be able to: 1. Use appropriate telecommunication vocabulary 2. Differentiate between an internal and external modems 3. Use telecommunication software to access an electronic bulletin board 4. Download and upload message	1. The instructor will explain the meaning of the following terms: (a) modem (b) bulletin board (c) stop bits (d) baud (e) parity (f) handshake 2. The instructor will show examples of and discuss the advantages of internal and external modems 3. The instructor will demonstrate accessing a bulletin board 4. The instructor will demonstrate sending and retrieving messages	1. The staff member will explain the various terms 2. The staff member will correctly identify examples of internal and external modems 3. The staff member will sign on and off a bulletin board 4. The staff member will send a message and retrieve a message

Ignite Technology

CURRICULUM UNIT OF STUDY

Concept: Level 2: Productivity

Area: Staff Development in Technology

Telecommunications: Instructional

Prerequisite: Level 2: Telecommunications: Beginning

Classroom Objectives (Skills)	Learning Experience (Activities)	Assessment (Evaluation)
The staff member will be able to: 1. Use telecommunications to enrich the curriculum	1. The instructor will explain and demonstrate the integration of telecommunications into the curriculum (a) writing process (b) social studies (c) science (d) problem solving (e) geography (f) integrated curriculum	1. The staff member will use a bulletin board such as FrEd Mail to supplement one curriculum area

Ignite Technology

CURRICULUM UNIT OF STUDY

Concept: Level 2: Productivity
Multimedia: Beginning

Area: Staff Development in Technology

Prerequisite: Level 1

Classroom Objectives (Skills)	Learning Experience (Activities)	Assessment (Evaluation)
The staff member will be able to: 1. Use appropriate multimedia/hypermedia vocabulary 2. Demonstrate proper care and use of hardware and courseware 3. Create a hypermedia presentation 4. Create a multimedia presentation	1. The instructor will explain the meanings of the following terms (a) hypermedia (b) scanner (c) CD-ROM (d) laserdisk (e) digitized video pictures (f) other appropriate equipment 2. The staff member will connect peripherals and run courseware under the direction of the instructor 3. The staff member will develop and use a hypermedia stack under the direction of an instructor 4. The instructor will guide the staff member in adding multimedia, such as laserdisk, to a hypermedia stack	1. The staff member will identify or categorize the vocabulary terms 2. The staff member will use a commercial courseware product in a demonstration lesson 3. The staff member will create and demonstrate a hypermedia stack 4. The staff member will add a multimedia presentation to a hypermedia stack

CURRICULUM UNIT OF STUDY

Concept: Level 2: Productivity
Multimedia: Instructional
Prerequisite: Level 2: Multimedia: Beginning

Area: Staff Development in Technology

Classroom Objectives (Skills)	Learning Experience (Activities)	Assessment (Evaluation)
The staff member will be able to: 1. Use multimedia to enrich curriculum	1. Staff member will integrate multimedia into the curriculum (a) writing process (b) social studies (c) science (d) problem solving (e) geography (f) reports (g) presentations (h) integrated curriculum	1. The staff member will use hypermedia software such as Hypercard or Linkway to supplement the curriculum

CURRICULUM UNIT OF STUDY

Concept: Level 2: Productivity
 Word Processing: Instructional
 Prerequisite: Level 2: Word Processing: Beginning

Area: Staff Development in Technology

Classroom Objectives (Skills)	Learning Experience (Activities)	Assessment (Evaluation)
The staff member will be able to: 1. Use word processing to enhance curriculum	1. Staff member will integrate word processing into the curriculum (a) writing process (b) social studies (c) science (d) math (e) language arts (f) reading/English (g) vocational education (h) health & physical education (i) integrated curriculum	1. The staff member will use a word processing software program to supplement curriculum

CURRICULUM UNIT OF STUDY

Concept: Level 2: Productivity
 Database: Instructional
 Prerequisite: Level 2: Database: Beginning

Area: Staff Development in Technology

Classroom Objectives (Skills)	Learning Experience (Activities)	Assessment (Evaluation)
The staff member will be able to: 1. Use database to enhance curriculum	1. Staff member will integrate database software into the curriculum (a) writing process (b) social studies (c) science (d) math (e) language arts (f) reading/English (g) vocational education (h) health & physical education (i) integrated curriculum	1. The staff member will use a database software program to supplement curriculum

CURRICULUM UNIT OF STUDY

Concept: Level 2: Productivity
 Spreadsheet: Instructional
 Prerequisite: Level 2: Spreadsheet: Beginning

Area: Staff Development in Technology

Classroom Objectives (Skills)	Learning Experience (Activities)	Assessment (Evaluation)
The staff member will be able to: 1. Use spreadsheet software to enhance curriculum	1. Staff member will integrate spreadsheet software into the curriculum (a) math (b) social studies (c) science (d) vocational education (e) health & physical education (f) integrated curriculum (g) reading/English (h) language arts (i) writing process	1. The staff member will use a spreadsheet software program to supplement curriculum

CURRICULUM UNIT OF STUDY

Concept: Level 2: Productivity
 Graphics: Instructional
Prerequisite: Level 2: Graphics: Beginning

Area: Staff Development in Technology

Classroom Objectives (Skills)	Learning Experience (Activities)	Assessment (Evaluation)
The staff member will be able to: 1. Use graphics to enhance curriculum	1. Staff member will integrate graphics into the curriculum (a) math (b) social studies (c) science (d) vocational education (e) health & physical education (f) integrated curriculum (g) reading/English (h) language arts (i) writing process	1. The staff member will use a graphics software program to supplement curriculum

CURRICULUM UNIT OF STUDY

Concept: Level 2: Management Systems

Area: Staff Development in Technology

Prerequisite: Level 1

Classroom Objectives (Skills)	Learning Experience (Activities)	Assessment (Evaluation)
The staff member will be able to: 1. Use special software program for special tasks	1. The instructor will explain and demonstrate the software, such as: (a) Winnebago (1) CAT (card catalog) (2) CIRC (circulation) (b) SSTS (student management) (1) gradebook (2) attendance (c) DYNOLOG (nurse records) (d) PASSPORT (Sp Ed tracking) (e) IEP program	1. The staff member will demonstrate the use of software (a) Enter new data (b) Print report

Appendix E

Steps for the Implementation of Technology Staff Development Courses

1. The Staff Development Team selects courses to meet the needs of the staff according to the Staff Development in Technology Curriculum.
2. The Coordinator of Technology submits a list of courses for the school year to the Director for Instructional Services.
3. The Director for Instructional Services submits the list of courses to the school board for approval.
4. School board approves the Technology Staff Development courses, thus creating a need for instructors.
5. Applications for each Technology Staff Development Course are sent to DPI for approval and course number.*
6. The Personnel Office posts the list of teaching positions.*
7. The Director for Instructional Services selects the personnel to fill the instructor positions according to "Instructional Technology Staff Development Personnel," district personnel manual, page IIB11, 42a.

8. The Director for Instructional Services submits the list of instructors for Staff Development in Technology courses to the school board for approval.
9. School board approves.
10. Instructors are sent a letter by the Personnel Office notifying them that they have been hired. Applicants not hired will receive a letter thanking them for their interest.*
11. The Coordinator of Technology and the Technology Staff Development instructors work together on course content according to the Technology Staff Development Curriculum (presently in Draft form) and dates for the courses.
12. District Facility Use Forms are sent to each building principal for the use of their classrooms for Technology Staff Development Courses.*
13. Courses are advertised on a flier sent to all district personnel. This flier is generated by the Coordinator of Technology.*
14. Lists of participants are compiled by the Coordinator of Technology.
15. The Coordinator of Technology sends each instructors a letter containing instructions and list of participants along with Staff Development Evaluation forms for each student by .

16. The Coordinator of Technology reminds each participant of the course time and date by memo or by telephone a week prior to first class date.*
17. After the course is concluded, the instructor returns the names of those who have fulfilled the course requirements along with the evaluations to the Coordinator of Technology and time sheets.
18. Course evaluations are summarized. The original is forwarded to the Director for Instructional Services and copy placed in the course folder in the Coordinator of Technology's file.*
19. The DPI Inservice Registration form is filled out by the Coordinator of Technology and sent to the instructor for signature. Upon its return, it is sent to DPI. A file copy is kept in the course folder.*
20. A memo listing successful participants is sent to the superintendent with a copy to the Director for Instructional Services. Technology Staff Development courses do not require prior approval from the Superintendent.*
21. Payment for services is issued by Director for Instructional Services to the course instructor.

* Documents mentioned follow

**PROPOSAL TO TEACH
A MINI INSERVICE COURSE**

Title: The New PrintShop

Course No.:
(Assigned upon Approval)

Hours: 3

Inservice Credit: 1/5

COURSE DESCRIPTION

This course is designed to instruct teachers and paraprofessionals on how to use The New PrintShop. After learning the program, students will create calendars, posters, greeting cards using the program, add graphics, and print them. Students will learn to use various fonts and print the various sizes. Ideas of how to integrate the use of this program in the classroom will be shared.

Participants: Staff of Lake Forest

Instructor (s): Mrs. Dorothy G. Standish

Date (s): June 21, 1993

Time: 9 AM to noon

Location: North Elementary Summer Computer Lab

Submitted by: Dorothy G. Standish
Coordinator of Technology

Social Security No.: 362-48-9852

Return Address: Lake Forest School District
Central Business Office
R.D. 1, Box 847-A
Felton, DE 19943-9801

Telephone Number: 284-3020

NOTE:

This form may be used for proposing courses of up to 2 credits. For proposing courses of 2 credits or more, forms may be obtained from the Instruction Division. Please offer courses of 3 hours or multiples thereof for 1/5, 2/5, 3/5, 4/5, 1 credit hour, etc. One credit = 15 hours.

DUE FOR APPROVAL AT LEAST ONE MONTH PRIOR TO FIRST SESSION.

Approved:

State Specialist, Administrator Development

Date

Return complete proposal to: Mary E. Ketchen
Department of Public Instruction
Instruction Division
Townsend Bldg., P.O. Box 1402
Dover, DE 19903

LAKE FOREST SCHOOL DISTRICT
RD 1 BOX 847A
FELTON, DELAWARE 19943
AREA CODE 302-284-3020

Ignite Technology

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Announcement Of Staff Vacancy

POSITIONS:

Instructor, WordPerfect (Intermediate Level)
PC Computers, 5 Sessions*

Instructor, Lotus (Beginning Level)
PC Computers, 5 Sessions*

Instructor, Bank Street Writer (Beginning)
Apple, 5 Sessions*

Instructor, Children's Writing & Publishing (Beginning)
Apple, 2 Sessions*

Instructor, Intro to Apple Computers
Apple, 1 Session*

Instructor, AppleWorks Word Processor (Beginning)
Apple, 5 Sessions*

Instructor, Introduction to DOS
PC Computers, 1 Session*

Instructor, WordPerfect (Beginning Level)
PC Computers, 5 Sessions*

Instructor, Introduction to Telecommunications
All, 1 Session*

SITE:

Lake Forest School District

QUALIFICATIONS:

Must have expertise in above areas

STARTING DATE:

Winter 1993

APPLY TO:

*Mrs. Gavin Standish
Coordinator of Technology
Lake Forest School District
Felton, DE 19943*

CLOSING DATE:

December 9, 1992

**Please state your educational background and/or experience with the software package in letter of application.*

DETAILS: *Instructors will be paid on a contractual basis. \$19 per hour (no benefits will be paid nor will there be taxes withheld.) Positions will be filled pending funding and enrollment. Classes will be scheduled in January, February, March, April, on Tuesday, Monday or Thursday. Time and dates to be determined.*

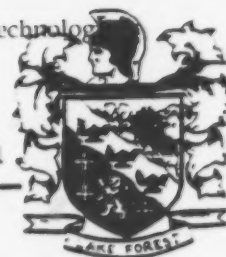
Posted: 11/23/92

" AN EQUAL OPPORTUNITY EMPLOYER "

Lake Forest School District

Central Business Office
Millen's Pond Road - R.D. 1, Box 847A
Felton, DE 19943-9801 • (302) 284-3020

Ignite Technology



FAX: (302) 284-4491

Leadership, Friendship, Scholastic Development

Mr. James H. VanSciver
Superintendent

Board of Education
Roberta W. O'Neal, President
Edward L. Welch, Vice President
W. Dale Hammond
Cheryl J. Moore
P. Edward Voabell

October 16, 1992

[REDACTED]
Lake Forest East Elementary School
Frederica, DE 19946

Dear [REDACTED]:

The Lake Forest Board of Education, at its regular meeting held on October 15, 1992, appointed you instructor (contractual), Introduction to Apple Computer, 1 session, 3 hours, effective Fall 1992.

Please sign the enclosed contract and return to the Personnel Office. An envelope is enclosed for your convenience.

We are happy to be able to provide this program to the Lake Forest community.

Sincerely,

James H. VanSciver, Ed.D.
Superintendent

kcw

C: Mrs. Gavin Standish
Mr. S. Michael Thompson
Payroll
Personnel

Enclosure

87

Client Bureau Richards *Hum. Serv.* *5*
Lake Forest School District

Ignite Technology



CENTRAL BUSINESS OFFICE
FELTON, DELAWARE 19943-9259 • (302) 284-3020
FAX # (302) 284-4491

RECEIVED

JAN 27 1993

LAKE FOREST BUSINESS OFFICE

1603-1613

ORGANIZATION NAME: Coordinator of Technology

PERSON RESPONSIBLE: Gavin Standish

BILLING ADDRESS: Central Business Office

TELEPHONE: Day: _____ Evening: _____

BUILDING REQUESTED: (Circle One)
High School, W.T. Chipman, South A., South B, North, East

SPECIFIC AREA REQUESTED: Business Department

DATE(S) REQUESTED: 5 Tuesdays, February 5, 6, 16, 23, & March 2, 1993
Month Day Year (Day of the Week)

TOTAL TIME REQUESTED: 4 pm to 7 pm

DESCRIBE PROGRAM & ACTIVITIES: Introduction to WordPerfect

NUMBER PARTICIPATING IN THE PROGRAM/ACTIVITY: 15

IS ANY EQUIPMENT NEEDED? Please list.

WILL ALCOHOLIC BEVERAGES BE SERVED? no

If air-conditioning is available, is it requested? no

During the heating season, night temperature set-back is
approximately 55 Degrees. Do you request normal heating
temperatures? YES NO

It is understood by the Lake Forest Board of Education the person whose signature appears below certifies the organization requesting the use of facility assumes full responsibility for facility use charges and for any damage to equipment, furnishing, building or grounds beyond that which can be designated as normal wear, and certifies that adequate security officers will be present, or have been contacted, to preserve order and assure compliance with existing laws.

[Signature] 1/20/93
Signature of Applicant Date

Application Approved: [Signature] Application Denied: _____
1/23/93 1/23/93
Principal Date

===== THIS PORTION TO BE FILLED OUT IN THE BUSINESS OFFICE =====

APPLICATION APPROVED: [Signature] 1/27/93
Asst. for Administrative Services Date
[Signature] 1/27/93
Superintendent Date

APPLICATION DENIED: _____
(Reason: _____)

ESTIMATED CHARGES

CUSTODIAN _____ HOURS X \$ _____ X _____ FRINGES = \$ N/C
CAFETERIA STAFF _____ HOURS X \$ _____ X _____ FRINGES = \$ _____
LIGHTING _____ HOURS @ \$ _____ PER. HOUR = \$ _____
HEAT OR A/C _____ HOURS @ \$ _____ PER. HOUR = \$ _____
AUDITORIUM W/UTILITIES _____ HOURS @ \$25.00 PER. HR. = \$ _____
TOTAL ESTIMATED CHARGES \$ N/C

Approved: December 13, 1990

Lake Forest Technology Inservice⁸⁶ Fall 1992

Introduction to Apple Computers

This class is designed especially for computer novices and computer phonics. It will include hands-on Apple IIe experience, familiarization with computer terminology, and tips on incorporating computers into the classroom. For those needing more experience with the Apple IIs, take this course. A follow-up Mini Workshop will be presented in your building later.

Beginning Level

Instructor: [REDACTED]
Participants: Teachers in all grades
Credit: 1/5 Inservice
Date: Monday, November 9, 1992
Time: 4 P.M. to 7 P.M.
Place: W. T. Chipman Computer Lab
Students: Min. 8 Max 15

AppleWorks Word Processor

This course will cover all aspects of word processing techniques and skills as related to Apple II computers and AppleWorks 3.0 software. Questions will be answered, individual problems/needs will be addressed, and 5 1/4" diskettes will be provided.

Beginning Level

Instructor: [REDACTED]
Participants: Teachers in all grades
Credit: 1 Inservice
Date: 5 Mondays, Nov. 16, 23, 30, Dec. 7, & 14
Time: 4 P.M. to 7 P.M.
Place: W. T. Chipman Computer Lab
Students: Min. 8 Max 15

Introduction to DOS

DOS--what is it? This class will teach the student how to start up a DOS computer, format disks, copy files to disk, read a directory, and boot up a program. Bring a blank double density 3.5" disk.

Beginning Level

Instructor: [REDACTED]
Participants: Teachers in all grades
Credit: 1/5 Inservice
Date: Monday, November 9, 1992
Time: 5:30 P.M. to 8:30 P.M.
Place: L.F. High School Business Department
Students: Min. 8 Max 15

TURN OVER FOR MORE CLASSES!

Introduction to WordPerfect

Lessons will be devoted to entering data; editing and formatting text; page and line formatting; saving and retrieving documents; block, copy, and move text; and using the merge and sort commands.

Documents are pre-recorded. Therefore the ability to type with any speed is unnecessary.

Beginning Level

Instructor: [REDACTED]

Participants: Teachers in all grades

Credit: 1 Inservice

Date: 5 Tuesdays, Nov. 10, 17, 24, Dec. 1, & 8, 1992

Time: 4 P.M. to 7 P.M.

Place: L.F. High School Business Department

Students: Min. 8 Max 15

Introduction to Telecommunications

Telecommunications will allow teachers to communicate with other teachers throughout the world. Learn how to use a computer and modem to log onto bulletin boards, such as the DPI bulletin board and FrEd Mail. Then enjoy sharing ideas and projects with colleagues near and far.

Beginning Level

Instructor: [REDACTED]

Participants: Teachers in all grades

Credit: 1/5 Inservice

Date: Thursday, January 21, 1992

Time: 5:00 P.M. to 8:00 P.M.

Place: IRC

Students: Min. 8 Max 10

Sign Up Sheet

Ignite Technology

Cut apart and send to: Gavin Standish
Technology Coordinator
Central Business Office

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Reminder: You must apply for Inservice Credit through
the district fifteen (15) days prior to the class.

Introduction to Apple Computers

Monday, November 9, 1992 (one session)

Name: Social Security Number:

School:

Home phone:

AppleWorks Word Processor

Monday, November 16, 1992 (5 Mondays)

Name: Social Security Number:

School:

Home phone:

Introduction to DOS

Monday, November 9, 1992 (one session)

Name: Social Security Number:

School:

Home phone:

Introduction to WordPerfect

Tuesday, November 10, 1992 (5 Tuesdays)

Name: Social Security Number:

School:

Home phone:

Introduction to Telecommunications

Thursday, January 21, 1992 (one session)

Name: Social Security Number:

School:

Home phone:

Technology Center

Gavin Standish

Ignite Technology
Coordinator of Technology

Date: February 1, 1993

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To: [REDACTED]

From: Gavin Standish

Re: AppleWorks Class

We have enough students to have this class! Hurray!

Enclosed are class evaluation forms to be filled out at the end of the class by students. There is also a time sheet for you to fill out and return to me. You will be paid from that time sheet. Please return both items to me.

Class list as of this morning is:

[REDACTED]	Paraprofessional	North
[REDACTED]	Teacher	South B
[REDACTED]	Teacher	North
[REDACTED]	Teacher	North
[REDACTED]	Parent Liason	East
[REDACTED]	Parent Liason	North
[REDACTED]	Teacher	North
[REDACTED]	Teacher	LFHS

Each person will receive a reminder by mail or phone from this office.

Inservice Evaluation

Ignite Technology

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Course Title:

Date:

Instructor:

Please fill out the following evaluation form. It will be used to improve the Inservice Courses offered in Lake Forest. Any ideas or suggestions that you make will be appreciated.

Scale:	1	Excellent	4	Needs Improvement
	2	Very Good	5	Try Again
	3	Average	6	Not applicable

- | | | | | | | | |
|-----|--|---|---|---|-----|---|----|
| 1. | The information presented will be helpful to me. | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. | The course covered the material that was advertised. | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. | The instructor was knowledgeable. | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. | The material was presented in a manner that was easily understood. | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. | The instructor provided individual help. | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. | This course was worth my time. | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. | I had the prerequisite skills needed for this class. | | | | Yes | | No |
| 8. | I would be interested in an advanced level course on this subject (or software). | | | | Yes | | No |
| 9. | Should this course be offered again? | | | | Yes | | No |
| 10. | Suggestions on ways to improve this course: | | | | | | |
| 11. | Suggestions on ways to improve Inservice courses in Lake Forest: | | | | | | |
| 12. | Other courses you would like to have presented: | | | | | | |



CENTRAL BUSINESS OFFICE
FELTON, DELAWARE 19943-9801 • (302) 284-3020
FAX # (302) 284-4491

APPROVAL: Assistant/Instructional Services

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Lake Forest Technology Center

Ignite Technology

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Date: November 5, 1992
To: Introduction to DOS students
From: Gavin Standish
Re: Inservice Class

This is a reminder

Introduction to DOS

Monday, Nov 9

5:30 p.m. - 8:30 p.m.

LFHS Business Lab

Inservice Evaluation

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Course Title: Introduction to WordPerfect

Date: December 8, 1992

Instructor: [REDACTED]

Please fill out the following evaluation form. It will be used to improve the Inservice Courses offered in Lake Forest. Any ideas or suggestions that you make will be appreciated.

Scale:	1	Excellent	4	Needs Improvement
	2	Very Good	5	Try Again
	3	Average	6	Not applicable

1. The information presented will be helpful to me.

(4) 1 2 3 4 5 6

2. The course covered the material that was advertised.

(6) 1 2 3 4 5 6

3. The instructor was knowledgeable.

(6) 1 2 3 4 5 6

4. The material was presented in a manner that was easily understood.

(6) 1 2 3 4 5 6

5. The instructor provided individual help.

(6) 1 2 3 4 5 6

6. This course was worth my time.

(6) 1 2 3 4 5 6

7. I had the prerequisite skills needed for this class.

Yes (3) No (E)

8. I would be interested in an advanced level course on this subject (or software).

Yes (4) No

9. Should this course be offered again?

Yes (6) No

10. Suggestions on ways to improve this course:

make it longer than 5 weeks - maybe a little slower with more exercises - everything was excellent, instructor very knowledgeable and very helpful, but it is a lot in a short time -

11. Suggestions on ways to improve Inservice courses in Lake Forest:

- - -

12. Other courses you would like to have presented:

Lotus 123 - Harvard Graphics - not sure

RETURN TO:
Mary E. Ketchem
DPI
Instruction Division
P.O. Box 1402
Dover, DE 19903

For DPI Use Only	
Adm. Sec. _____	Date _____
Credit Slips Mailed _____	

INSERVICE COURSE ROSTER - DEPARTMENT OF PUBLIC INSTRUCTION

(THIS FORM MUST BE TYPED IN ORDER TO BE PROCESSED)

Course Title: Introduction to WordPerfect Course Number: 8016
 Dates Given: 11/10,11/17,11/24,12/1,12/8/92 Leader: [REDACTED] Location: Lake Forest High School
 Inservice Credits Awarded: 1 Signature: [REDACTED] Date: Nov 11, 1992

Name	Social Security Number	Position	District	Building	Inservice Credit (1/5 Increment)
[REDACTED]	[REDACTED]	Custodian	Lake Forest	L.F.High School	1
[REDACTED]	[REDACTED]	ParaProfessional	Lake Forest	L.F.High School	1
[REDACTED]	[REDACTED]	Secretary	Lake Forest	Cent.Bus.Office	1
[REDACTED]	[REDACTED]	Secretary	Lake Forest	L.F.East/South	1
[REDACTED]	[REDACTED]	ParaProfessional	Lake Forest	L.F.North El.	1
[REDACTED]	[REDACTED]	ParaProfessional	Lake Forest	L.F.High School	1

Ignite Technology
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Technology Center

Gavin Standish

Ignite Technology
Coordinator of Technology

Date: March 10, 1993

To: Dr. James VanSciver

From: Mrs. Gavin Standish

Re: Technology Inservice

The following people have completed a pre approved district technology inservice course:

Children's Writing & Publishing Workshop (2/5 Inservice Credit)

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

(1 attended 1 session, 1 cancelled, 2 no shows without cancelling)

Introduction WordPerfect (1 Inservice Credit)

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

(1 no shows without canceling and 3 did not attend all 5 sessions)

C Dr. Arthur Gilbert

[REDACTED]

Mini Workshops⁷⁶

Basics of Apple IIs South Thur. 2/18 3:15-4:15

A discussion & demonstration on the special features on the Apple IIs. The class is a follow up to the basics taught in Introduction to Computers.

Apple IIs computers will be discussed.

Grade Busters 123 North Mon. 2/22 3:15-4:15

Steve Vansant will be presenting an overview of this popular grade book program.

This program runs on Apple II computers, however there is a similar program for PC computers made by the same company.

Laserdisk Technology LFHS Thur. 2/25 3:25-4:25

A Laserdisk player and disks will be demonstrated. If time permits, CD-ROM technology will also be demonstrated.

A MAC computer will be used.

CD-ROM Technology Chipman Thur. 3/4 3:15-4:15

A presentation of CD-ROM technology will be made. An encyclopedia, fact book, atlas, and storybook will be presented.

A MAC computer will be used.

The New Print Shop East Mon. 3/8 3:15-4:15

Back by request. This will be a demonstration and hands-on workshop. (Please bring your own copy of The New Print Shop--there will be about a half an hour of cooperative group work.)

Apple II computers will be used.

Mini Workshops are open to all staff in the Lake Forest School District. You may attend workshops in any or all buildings. Everyone is welcome. There is no need to sign up in advance and Dr. VanSciver has granted prior approval for everyone.

The topics have been suggested by the teachers in the host building. Gavin will make the presentation unless noted. Each workshop will begin shortly after dismissal and last one hour. Look for signs with a room number when you arrive.

Inservice Credit (1/5) will be given after attending 3 one hour workshops.

South Mini Workshop

Thursday Feb. 18

3:15 - 4:15

Basics of the Apple IIgs

Nancy West's room (#308)

*Everyone
is Welcome!*

Appendix G

Ignite Technology

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Technology Survey
1992-1993

School	Assignment	Name	Confidence			Attitude		
			Fall	Spring	Change	Fall	Spring	Change
East	1	Teacher1	10	7	-3	48	55	7
East	1	Teacher2	10	12	2	59	60	1
East	2	Teacher3	18	19	1	65	65	0
East	2	Teacher4	13	14	1	58	65	7
East	2	Teacher5	10	14	4	56	56	0
East	3	Teacher6	10	12	2	59	51	-8
East	3	Teacher7	15	21	6	65	61	-4
East	4	Teacher8	15	18	3	65	65	0
East	5	Teacher9	5	6	1	48	56	8
East	5	Teacher10	7	9	2	63	65	2
East	6	Teacher11	12	12	0	61	64	3
East	B/S	Teacher12	15	15	0	63	63	0
East	K	Teacher13	6	8	2	58	57	-1
East	K	Teacher14	8	11	3	61	64	3
East	Sp Ed	Teacher15	9	9	0	47	60	13
HS	Ag	Teacher16	12	15	3	63	62	-1
HS	Bus	Teacher17	16	16	0	65	65	0
HS	Eng	Teacher18	16	19	3	39	53	14
HS	Eng	Teacher19	9	9	0	55	57	2
HS	Eng	Teacher20	18	18	0	55	60	5
HS	Fr	Teacher21	12	13	1	61	61	0
HS	Home Ec	Teacher22	17	18	1	65	63	-2
HS	Math	Teacher23	20	21	1	59	61	2
HS	Math	Teacher24	17	18	1	65	62	-3
HS	Math/Phy	Teacher25	17	20	3	65	62	-3
HS	PE	Teacher26	13	9	-4	59	60	1
HS	Reading	Teacher27	9	13	4	61	62	1
HS	Soc St	Teacher28	6	9	3	54	57	3
HS	Soc St	Teacher29	13	19	6	44	62	18
HS	Sp Ed	Teacher30	10	11	1	57	50	-7
HS	Sp Ed	Teacher31	13	13	0	61	55	-6
North	1	Teacher32	6	9	3	63	55	-8
North	1	Teacher33	9	10	1	65	65	0
North	2	Teacher34	17	17	0	63	65	2
North	2	Teacher35	11	13	2	65	63	-2
North	2	Teacher36	9	11	2	53	41	-12
North	2	Teacher37	15	17	2	59	63	4
North	3	Teacher38	11	11	0	54	52	-2
North	3	Teacher39	13	13	0	59	61	2
North	3	Teacher40	15	16	1	54	52	-2
North	3	Teacher41	16	16	0	63	60	-3

North	3	Teacher42	10	16	6	52	61	9
North	4	Teacher43	6	8	2	58	61	3
North	4	Teacher44	9	12	3	61	63	2
North	4	Teacher45	12	13	1	60	63	3
North	5	Teacher46	11	14	3	55	42	-13
North	5	Teacher47	17	16	-1	61	62	1
North	5	Teacher48	9	14	5	48	40	-8
North	5	Teacher49	6	5	-1	54	50	-4
North	6	Teacher50	10	10	0	65	65	0
North	6	Teacher51	6	6	0	53	57	4
North	6	Teacher52	12	13	1	51	59	8
North	Art	Teacher53	9	10	1	58	59	1
North	K	Teacher54	13	12	-1	65	65	0
North	Music	Teacher55	10	17	7	59	64	5
North	P E	Teacher56	5	7	2	52	60	8
North	PE	Teacher57	7	16	9	60	63	3
North	Sp Ed	Teacher58	7	14	7	51	56	5
North	Sp Ed	Teacher59	13	16	3	37	49	12
North	Sp Ed	Teacher60	14	14	0	55	51	-4
North	Sp Ed	Teacher61	18	16	-2	65	61	-4
North	sp Ed	Teacher62	11	12	1	60	62	2
North	Sp Ed	Teacher63	8	8	0	56	56	0
South	1	Teacher64	11	14	3	60	65	5
South	1	Teacher65	13	15	2	52	52	0
South	2	Teacher66	9	14	5	58	64	6
South	2	Teacher67	7	7	0	57	61	4
South	2	Teacher68	15	18	3	65	65	0
South	2	Teacher69	14	15	1	65	63	-2
South	3	Teacher70	13	14	1	56	56	0
South	3	Teacher71	7	7	0	61	57	-4
South	3	Teacher72	17	16	-1	65	63	-2
South	3	Teacher73	7	5	-2	54	57	3
South	4	Teacher74	11	11	0	55	48	-7
South	5	Teacher75	9	8	-1	61	54	-7
South	5	Teacher76	5	7	2	50	55	5
South	6	Teacher77	12	13	1	59	65	6
South	6	Teacher78	9	9	0	64	56	-8
South	6	Teacher79	14	13	-1	65	63	-2
South	Art	Teacher80	7	6	-1	59	57	-2
South	B S	Teacher81	17	17	0	63	65	2
South	K	Teacher82	18	19	1	60	64	4
South	K	Teacher83	10	11	1	60	54	-6
South	Music	Teacher84	14	16	2	65	59	-6
South	PE	Teacher85	24	23	-1	51	48	-3
South	Sp Ed	Teacher86	9	13	4	60	51	-9
South	Sp Ed	Teacher87	15	18	3	65	63	-2

Ignite Technology

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South	Sp Ed	Teacher88	11	10	-1	61	59	-2
South	Speech	Teacher89	8	7	-1	61	60	-1
WTC	Art	Teacher90	13	16	3	64	64	0
WTC	B S	Teacher91	12	14	2	51	65	14
WTC	Eng	Teacher92	18	20	2	58	62	4
WTC	G/T	Teacher93	14	16	2	65	65	0
WTC	Health	Teacher94	8	8	0	63	65	2
WTC	Ind Arts	Teacher95	18	19	1	62	65	3
WTC	Ind Arts	Teacher96	18	18	0	65	65	0
WTC	Math	Teacher97	10	17	7	64	65	1
WTC	Math	Teacher98	16	15	-1	65	64	-1
WTC	P E	Teacher99	9	9	0	57	59	2
WTC	Soc St	Teacher100	4	5	1	48	57	9
WTC	Soc St	Teacher101	22	22	0	61	62	1
WTC	Soc St	Teacher102	9	8	-1	58	65	7
WTC	Sci	Teacher103	21	23	2	62	61	-1
WTC	Sci	Teacher104	2	4	2	54	53	-1
WTC	Sci	Teacher105	18	20	2	51	54	3
WTC	Sp Ed	Teacher106	7	9	2	64	65	1
WTC	Sp Ed	Teacher107	15	14	-1	56	52	-4
Totals:			1266	1413	147	6258	6337	79
Averages:			11.8	13.2	1.37	58.49	59.22	0.738
Increase:					171			246

Teachers:

Confidence

Increased:	66
Unchanged:	24
Decreased:	17

Attitude

Increased:	61
Unchanged:	(9 scored at 65 both times) 7
Decreased:	39

Inservice Classes 1992 - 1993

Building Participant	Position	Apple- Works	Clnr Creator	C W & P W	Intro Cmptr	Intro DOS	Intro Word Perfect	Intrm Word Perfect	MECC Smplr	Mini Wrksp	New Print Shop	Story book Weaver	Tele- com	Total Inser Credit
CHIPMAN														
Participant 1	T					X	X							1.2
Participant 2	T				X	X				X			X	.8
Participant 3	T									X				.2
Participant 4	P									X				.2
Participant 5	P									X				.2
Participant 6	S					X								.2
Participant 7	T					X								.2
Participant 8	T					X								.2
Participant 9	P					X								.2
Participant 10	T					X								.2
Participant 11	T								X					.2
Participant 12	P					X								.2
DECC														
Participant 13	S									X				1.0
EAST														
Participant 14	P			X							X			.8
Participant 15	T			X							X			.8
Participant 16	T									X		X		.4
Participant 17	T										X			.2
Participant 18	T		X			X				X		X	X	1.0
Participant 19	T		X							X		X		.6
Participant 20	T		X							X			X	.6
Participant 21	S						X	X	X					2.2
Participant 22	T							X		X				.2
Participant 23	P						X	X	X					2.2
Participant 24	T									X				.2
Participant 25	P	X				X								1.2
Participant 26	P	X												1.0
Subtotal														16.4

Inservice Classes 1992 - 1993

Building	Participant	Position	Apple-Works	Clnr Creator	C W & PC	Intro Cmptr	Intro DOS	Intro Word Perfect	Intrm Word Perfect	MECC Smplr	Mini Wrksp	New Print Shop	Story book Weaver	Tele-com	Total Insr Credit
<u>LAKE FOREST HIGH SCHOOL</u>															
	Participant27	C					X	X							1.2
	Participant28	S						X	X						.2
	Participant29	T			X							X			.8
	Participant30	P					X	X	X						2.2
	Participant31	P					X	X							1.2
	Participant32	P						X	X						2.0
<u>NORTH</u>															
	Participant33	T			X	X									.6
	Participant34	T	X		X						X				1.6
	Participant35	P	X												1.0
	Participant36	P					X	X							1.2
	Participant37	T									X				.2
	Participant38	T									X				.2
	Participant39	T	X		X	X					X				1.8
	Participant40	T				X									.2
	Participant41	T			X										.4
<u>SOUTH</u>															
	Participant42	T					X								.2
	Participant43	T	X			X									1.2
	Participant44	S						X							1.0
	Participant45	P			X										.4
	Participant46	T		X	X		X						X		1.0
	Participant47	P						X						X	1.2
	Participant48	T			X		X								.6
	Participant49	P			X		X								.6
	Participant50	T			X							X			.8
	Participant51	T					X								.2
Sub total															22.0

Inservice Classes 1992 - 1993

Building Participant	Position	Apple- Works	Clnr Creator	C W & P W	Intro Cmpttr	Intro DOS	Intro Word Perfect	Intrm Word Perfect	MECC Smplr	Mini Wrksp	New Print Shop	Story book Weaver	Tele- com
-------------------------	----------	-----------------	-----------------	--------------	-----------------	--------------	--------------------------	--------------------------	---------------	---------------	----------------------	-------------------------	--------------

Positions:

C	Custodian
P	Librarian (Paraprofessional)
P	Paraprofessional
S	Secretary
T	Teacher

Courses:

	Title:	Sessions*	Credit	Platform
AppleWorks	AppleWorks -- Word Processor	5 sessions	1	Apple
Clnr Creator	Calendar Creator & Designer Puzzles	1 session	1/5	Apple
C W & P C	Children's Writing & Publishing Workshop	2 sessions	2/5	Apple
Intro Apple Cmpttr	Introduction to Computers	1 session	1/5	all
Intro DOS	Introduction to DOS	1 session	1/5	PC
Intro WordPerfect	Introduction to WordPerfect	5 sessions	1	PC
Intrm WordPerfect	Intermediate WordPerfect	5 sessions	1	PC
MECC Smplr	MECC Sampler	1 session	1/5	Apple
Mini Wrksp	Mini Workshops	3 one hour sessions	1/5	Apple
New PrintShop	New PrintShop	2 sesssions	2/5	Apple
Storybook Weaver	Storybook Weaver	1 session	1/5	Apple
Telecom	Telecommunications	1 session	1/5	all

*Session is 3 clock hours

Inservice Classes 1992 - 1993

Summary:

16 Classes offered

classes listed on page 3
Lotus 1-2-3 cancelled for insufficient interest
taught both in Fall and in Spring:
 Introduction to DOS
 Introduction to WordPerfect
 Introduction to Computers
 Telecommunications

Class/Platforms:

2 across all platforms
3 PC computers
7 Apple computers

38.4 Inservice Credit Hours were earned by Lake Forest staff

Participants:

Custodians	1
Librarians(Para)	2
Paraprofessionals	14
Secretaries	5
Teachers	<u>29</u>
Total	51

Appendix I

MECC Programs Requests

	North	South	WTC	East	HS	CBO	Total
Exploring Chaos	3	0	4	0	0	0	7
Fish School	3	6	1	5	0	0	15
Freedom!	4	2	6	1	1	0	14
Grammar Gobble	7	7	2	9	0	0	25
Grammar Madness	7	5	2	4	0	0	18
Picture a Story	3	4	0	6	0	0	13
Rocket Factory	6	4	2	5	0	0	17
Moving Museum	5	2	1	3	1	0	12
USA Geograph	5	2	2	2	1	0	12
Windy City	4	3	2	3	0	0	12
Wonderland Puzzles	6	4	6	5	1	0	22
Wooly's Garden	5	2	0	6	0	0	13
Dr. Livingston	3	3	4	5	1	0	16
History Makers	6	7	2	7	1	1	24
<u>Take A Chance</u>	<u>6</u>	<u>8</u>	<u>4</u>	<u>10</u>	<u>0</u>	<u>1</u>	<u>29</u>
Totals	73	59	38	71	6	2	249